



Week 5 Assignment

Reflection

Throughout this course, we have discussed curriculum management and the role of the instructional leader in improving student achievement. We looked at curriculum management in terms of the TEA learning system and its components and how that system can be implemented and improved at both the district and campus level. We also discussed the importance of curriculum management planning and its relationship to educational philosophy; definitions of curriculum; descriptions of the written, taught, and tested curricula; curriculum support; and the curriculum development and implementation. In addition, we examined organizational and curriculum development theories that serve as the foundation for our work as instructional leaders.

We have aligned the content of this course to three of the Educational Leadership Constituent Council's (ELCC) standards for educational leadership. For your final assignment, you will write three reflective essays relating to how the content in this course has aligned to these standards and which of the topics covered will be most relevant to you as a school administrator. By giving your responses to the questions that follow, you will:

- record what you have learned in this course.
- reflect on its significance in your professional life.
- develop a plan to further increase your knowledge and skills.

Follow These Steps

1. Reflect upon what you have learned in this course that correlates with Educational Leadership Constituent Council (ELCC) Standards 2, 5, and 6.
2. Assume a school leadership role, either as an administrator or a teacher leader. From that vantage point, record your reflection in the form of three 150-word journal entries.
3. Use the guiding questions in each section to stimulate your thinking and guide your writing.
4. Write reflectively instead of in question-and-answer style, and follow the guidelines for writing listed in each section.

EDLD 5335 Curriculum Management
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801
Rubric

Use this rubric to guide your work.

| | Accomplished | Proficient | Needs Improvement |
|-------------|--|---|--|
| Reflections | Student summarizes course learning by providing thorough responses to each Reflection section of the guiding questions provided. (9 points) | Student summarizes course learning by providing responses to 2 Reflection sections of the guiding questions provided. (6 points) | Student summarizes course learning by providing responses to 1 Reflection section of the guiding questions provided. (3 points) |
| Mechanics | No errors in grammar, spelling, or punctuation. (1 point) | | Responses lack clarity and depth and/or multiple errors in grammar, spelling or punctuation. (0 points) |

Reflection One: Educational Leadership Constituent Council Standard 2

“ELCC Standard 2: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- Standard 2.1: Promote Positive School Culture
- Standard 2.2: Provide Effective Instructional Program
- Standard 2.3: Manage Resources”

- How will the information provided in this course help you provide effective curriculum and instruction on a school campus?
- Which of the curriculum management topics discussed in this course is most relevant to you as a school administrator? Why?
- How will the information presented in this course help you work more effectively with staff to implement quality curriculum and instruction?
- How will the knowledge you gained in this course better help students at your campus achieve at higher levels?

This course has given me an extensive picture and meaning of curriculum. The curriculum process, I discovered, begins at the top level with effective school policies and administrative support. I enjoyed the reading about the history and development of the pioneers of curriculum in education. The favorite one that clarified curriculum writing the most was the article on the Taba method. The course was evident how important it is to have the written, taught, and tested curriculum matching to achieve school improvement and create student success. The most relevant topic was discovering the components of the TEA Learning system and reading how vital each part plays to the overall success of a school district. Creating the learner-centered staff development was most beneficial and will help me create exciting staff development trainings which will in turn help students achieve at higher levels as their teachers become empowered with varied instructional strategies.

Reflection Two: Educational Leadership Constituent Council Standard 5

“ELCC Standard 5: Candidates who complete the program are educational leaders who have knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.

- Standard 5.1: Acts with Integrity
- Standard 5.2: Acts Fairly”

- **What did you learn in this course about collaboration and the building of trust?**
- **How will you relate your knowledge of curriculum management to staff members working at your school?**
- **What are examples of ethical decisions that you envision yourself having to make as you implement change initiatives related to curriculum and instruction in a campus learning environment?**
- **What guiding principles will you follow to ensure that you act fairly and with integrity?**

As an educational leader, it is important to talk with teachers to promote reflection and build a trusting relationship where teachers are empowered and given flexibility in the design of their instructional program. Leaders need to give timely feedback and help teachers establish meaningful collaborations within the school. In the course, it shared how leaders should know and learn all about the curriculum, so that they may model and support their teachers in all areas and direct instruction in large gatherings, small groups, or directly. The leader has the opportunity to impact teachers, students, parents, and build a strong school culture. We learned how change brings about different stages before change is accepted. During these stages, one may need to handle conflict and control situations to make sure that they don't get out of hand and become disorderly. Teachers appreciate and expect leaders to treat them respectfully and allow them to speak and view their opinions, whether or not the leader agrees.

Reflection Three: Educational Leadership Constituent Council Standard 6

“ELCC Standard 6: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- Standard 6.3: Influence the Larger Context”

- **In the area of curriculum management, what is the relationship between campus-level leaders, school district leadership, and state leadership? How will those relationships affect your day-to-day duties as an administrator?**
- **What steps can you take to become an instructional leader beyond your school, and how can you influence decision-making at the district or even state levels about curriculum and instruction?**

It is important for leaders of schools and districts to be informative of state rules and regulations to make sure that they are in line with the latest mandates and standards that affect the school business. Schools are required to report and show continuous improvement toward meeting goals and these are made public for others to view. It is a statewide concern too, that Texas schools maintain a coordinated program with a workable framework to achieve student learning. Through the help of Site Based Decision Making efforts, leaders are able to gain input from a variety of personnel and outside members of the community which helps to decentralize decisions and improve educational goals. Instructional leaders need to be life long learners and keep abreast of educational developments. They need to model and support continuous professional growth for all school members and become involved in the selection of instructional programs, textbooks, and supplemental materials. When leaders know their students, teachers, staff, and community on a personal basis and share their vision, then they are more willing to support the leaders' ideas and transformation process.